Programme 108.†　　　　　　　　　　　　　　L₁

(April to July, 1927.
September to December, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(*Address :* The Director, Parents' Union School, Ambleside.)

Motto: "*I am, I can, I ought, I will.*"

(He shall) "*pray for the children to prosper in good life and good literature.*"—(Dean Colet.)

FORM I., (A. & B.)

Pupils' Names ....

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Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B　I. *Joshua and Judges*, Part I., lessons 9 and 10; Part II., lessons 1-6, inclusive, by Dr. Paterson Smyth (A.P.C.K., 1/6). [Suitable stories from *Joshua*, chapters 22-24, *Judges*, chapters 2-7 and 11.] Teacher study the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary.

Beginners: Teacher to read from *Bible Stories: Old Testament*, by R. G. Moulton (Macmillan, 2/6).

II. *St. Luke's Gospel*, chapters 17-24 (suitable stories).

(*Optional*) *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *The Children's Kingdom*, by G. Watts and S. F. Perrin (Blackwell, 5/-). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.), *or*, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Reading (Sunday, holiday and "children's hour") (*optional*) :

A　*A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 73-147 (to A.D. 1308). *Stanley* (Nelson, 1/6). *Jackanapes and other Stories*, by Mrs. Ewing (Bell, 3/6). *The Mighty Army*, by W. M. Letts (Wells, Gardner, Darton, 5/-). *Bemol and Kusum*, by H. E. Wyman (Harrap, 2/6).

† The 108th term of work set since the Parents' Union School began.

B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), *or, The Child's Book of Saints*, by William Canton (Dent, 2/-). *On the Agathos*, by Bishop Wilberforce (Seeley, 1/6). *Road : Adventures in India*, by M. Entwistle (Edinburgh House Press, 1/6).

Writing.

A New Handwriting * (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card ; teacher to study instructions, 6d.).

A Card 1, lines 1 and 2 ; card 3, lines 1, 2 and 3, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation ; new words must be visualized beforehand (see *Home Education*, pp. 240-243).

B Card 3, lines 1 and 2 ; eight letters from card 10 ; or continue ; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of *The "New Handwriting."*

Tales.

A *The Pilgrim's Progress* * (Oxford Press, 3/6, or, R.T.S., 2/6), Part I., from the Beginning to "The Valley of Humiliation." *Tales of Troy and Greece,* * by Andrew Lang (Longmans, 5/-), pp. 56-100.

B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or, Dent, 2/-), may be used. Three fables, Æsop's *Fables* (Murray, 2/6).

English History.

A *Our Island Story,* * by H. E. Marshall (Jack, 10/6), pp. 129-167 (1100-1199). Mrs. Frewen Lord's *Tales from Canterbury Cathedral* (Sampson Low, 1/6), chapters 4 and 5.

B *Our Island Story*, pp. 1-40 (B.C. 55-A.D. 449).

Geography.

In every lesson there should be six map questions before reading letterpress, then reading and narration.

A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 28-31 inclusive. *Ambleside Geography Books*, Book II.* (Kegan Paul, 3/-), lessons 1-9, inclusive. Philip's *Atlas of Comparative Geography* * (3/6). Be able to describe six places connected with recent events. Pace distance on each of four roads for 2, 4, 5, and 6 minutes. Say in each case in which direction you walk.

B *Ambleside Geography Book I.*, lessons 11-17, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/-), New Guinea, Australia, New Zealand, Borneo. Be able to describe six places Father and Mother have visited. (1) Describe, (2) make in tray of sand, valleys, rivers, hills, villages.

Natural History.[1]

A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful : *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).

A *Plant Life in Field and Garden* * ("Eyes and No Eyes Series," Cassell, 1/3), pp. 42-80. *Wild Life Studies,* * by F. Pitt (Nelson, 1/6), pp. 63-122. Find and name wild flowers : watch six wild animals.

B *Within the Deep* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-38 ; watch and describe six (a) birds, (b) animals. *Tommy Smith at the Zoo* (Methuen, 2/9), pp. 1-52.

Picture Study (see *Home Education*, pp. 307-311, for directions).

A & B Study reproductions of six pictures by Botticelli* (P.N.E.U. Office, 2/- the set) : teacher see notes in the April number of the *Parents' Review*.

French. [2] (see N.B. 3).

A & B *Cours de Français, Méthode Orale*, Vol. I., by F. Thémoin (Hachette, 2/6), pp. 56-67 (B take the "series" only). *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

A (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 43-51 ; children to narrate.

Number (see N.B. 3).

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.

A Nelson's *Arithmetic Practice*, Part II. (10d.), Term II., pp. 25-36, *or*, Part I., Term III., pp. 38-48, build up and learn Multiplication Tables 9 and 11 (five minutes' exercise in every lesson). Tables to be worked out in money thus : $9 \times 7 = 63$; 63 pence = 5s. 3d.

B Nelson's *Arithmetic Practice*, Part I. (10d.). Term I., pp. 9-18. Build up and learn Multiplication Tables 2, 3, 4 and 5. Sums may be worked with dominoes, beans, etc., at first.

Teacher may use *Teacher's Book*, Part II. (1/2), *or*, Part I. (1/2).

1 Members overseas see special leaflet.

2 Schools may substitute the national language.

Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by A. F. J. Glass (Batsford, 12/-). *Brushdrawing*, by A. F. Fildes (Charles, 5/-); use fresh flowers for models. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be used.* Six wild flowers; six animals that you have been able to watch; scenes from your *Tales*, in brushwork.

Recitations.

A & B Learn 6 verses each from *Judges*, chapter 6, and from *St. Luke's Gospel*, chapter 19. Psalm 111 or 148. One suitable hymn. Recite a poem (each child may choose a different one). *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); or, *Fairies and Chimneys*, by Rose Fyleman (Methuen, 1/6).

Reading.

Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales. (Upper I.A.) : *Sir Francis Drake* (Nelson, 1/6).

A & B Children who can read a little may use one or two of the following : *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6), or, *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Potter, The Tiger*, etc. : *Tales from India* (Oxford Press, 4d.). *The Princess who grew*, by P. J. Cohen de Vries (Harrap, 1/3).

B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dock : The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6).

Music.

A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

A & B Chopin and Haydn, see *Our Work* (May *P.R.*).

Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, *French Rounds and Nursery Rhymes* (Augener, 2/6).

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 7-11. Two English songs : *The National Song Book*, edited by C. V. Stanford (Boosey & Co.,

words and voice parts 2/- each, complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), *or, Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). Folk dances : *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6) : take six consecutive Tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B Help in house or garden. *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6) : make 3 models. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series III., 3-6. *The Little Girls' Knitting and Crochet Book*, by F. Klickmann (R.T.S., 1/6). Make bags or cushions in raffia : *Raffia-craft* (Weldon, No. 30, 6d.). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Use *The World of Paper*, Toy Book, by Forbicicchio (Willis & Co., four vols., 1/3 each). Help the "Save the Children Fund" (42, Langham Place, London, W.1).

GENERAL NOTES.

N.B. 1.—All children should spend two years (average ages 7 and 8) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Arithmetic and French there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires *(not less)* single, double lines and squares ; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (9d.) for boys' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form ; orders should be sent as early as possible.

Parents' National Educational Union.

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(*Address:* THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM I. (A and B)

PUPILS' NAMES...

....

Bible Lessons.

A & B I. 1. Tell a story about (*a*), Deborah, *or*, (*b*), the angel that appeared to Gideon under an oak tree in Ophrah.

2. Tell (*a*), the story of Gideon and the fleece, *or*, (*b*), how Gideon chose his three hundred soldiers.

II. 1. Tell the story of (*a*), Zacchæus, *or*, (*b*), Jesus and the blind man.

2. Tell (*a*), the story of Jesus and the poor widow who had two mites, *or*, (*b*), how Jesus came to His disciples after His resurrection.

N.B.—Stories learned under Recitations should not be taken.

Writing.

A   Write a line of poetry from memory.

B   Write or print, " The quick wind caught the paper kite."

Tales.

A   1. Tell (*a*), how Christian and Pliable walked together, *or*, (*b*), how Christian went up the Hill Difficulty.

2. Tell (*a*), how Ulysses came to the temple of Pallas Athene and stole the Luck of Troy, *or*, (*b*), how he invented the device of the Horse of Tree.

B   1. Tell a short fairy story (from Grimm or Andersen), *or*, (*b*), one of Æsop's Fables.

English History.

A   1. Tell a story (a), of Henry I. and the White Ship, or,
       (b), of King Stephen.
    2. Tell (a), how King Richard went to Palestine, or, (b),
       how Blondel found the King.
    3. Why has a monument been placed in Canterbury
       Cathedral to the memory of (a), Thomas à Becket,
       or, (b), Sir George Gipps ? Tell one story about
       (a) or (b).

B   1. Tell (a), about the coming of the Romans to Britain,
       or, (b), about Caractacus.
    2. Tell (a), how Julius Agricola governed Britain justly
       and well, or, (b), the story of St. Alban.

Geography.

A   1. Draw a plan of a town as seen by an airman, putting in
       streets and buildings. How can you find the
       distance of one building from another ?
    2. Name three (a), rivers, (b), mountain chains, (c),
       countries in Europe, and say where each is to be
       found.
    3. What countries are included in the British Isles ? Can
       you draw a sketch map and put in the seas that
       surround them ?

B   1. Tell what you can about (a), the Papuans of New
       Guinea, or, (b), the Maoris of New Zealand.
    2. How do we get summer ? When have we winter ?

Natural History.

A   1. Tell about (a), some ways in which plants protect
       themselves, or, (b), three climbing plants, and three
       flowers and fruits of the rose family.
    2. Tell what you know about (a), a dormouse, or, (b), a
       harvest mouse.

A & B 3. Write a list of (a), the wild flowers, (b), the birds,
       you have found this term, and describe two of each.

B   1. Tell (a), the story of the flat fish, or, (b), about an
       octopus.
    2. Mention some of the things that the Emperor Penguin
       told "Tommy Smith" about himself.

Picture Study.

    Describe "Moses watering Jethro's sheep," by Botticelli.
    (Another picture may be taken if this has not been done.)

French (oral only).

A   1. Say three things in French about "Pierre" and "Jean"
       (Thémoin, p. 58).
    2. Give the French names for as many things as possible
       in the picture on p. 64 (Thémoin).

B   1. Say what you can in French about the picture on p. 63
       (Thémoin).
    2. What could you say in French to a friend who had come
       to play with you ?

A & B 3. Recite a French Poem, or, act a French Fable.

Number. (All working must be shown.)

A   1. Mary broke 10 plates at 4d. each, a teapot at 7/9d., and
       6 cups and saucers at 9½d. a pair. What would
       it cost to buy more ? Make out a bill.
    2. A flower bed is ten feet long and four feet broad. Say
       how many square feet it contains and find out if you
       are right.
    3. Tom saves the same amount of money each year. In
       five years he has saved £5 : 11 : 3. How much did
       he save each year ?

or, 1. 36 boys and 28 girls fill a motor. If each seat holds
       eight people, how many seats are there ?
    2. Two trees are 47 yards apart. A squirrel running from
       one to the other has run 18 yards. How far has it
       still to go ?
    3. How many shillings are wanted to buy 16 toy boats at
       2/- each and 3 motor cars at 6/- each ?

B   1. 24 children were invited to a party. They all went
       except 3 boys and seven girls. How many were
       there at the party ?
    2. Mrs. Jones had three rose bushes. She picked 26 roses
       off each. How many roses had she altogether ?
    3. How much change will there be out of 24 pennies after
       buying three toy engines at 5d. each ?

Brushdrawing. (All work to be done with brush and in colour.)

    1. Make a picture for a story about Ulysses, or, for a fairy
       tale.
    2. Two wild flowers or an animal you have watched.

Recitations.

    Father to choose a hymn, a poem, and two passages from
    the Bible Lessons.

Reading.

    Father to choose unseen passage.

Music.

    Examine in work done and report progress.

Singing.

    Father to choose an English and a French song, and 1.A.,
    two tonic sol-fa exercises.

Drill.

    Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report.*

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form *(a)*, how the pupil has worked during the term; *(b)*, if there has been any handicap on account of illness during the term; *(c)*, the reason for the omission of subjects in the examination.